

TEACHER CRITICAL CONTENT NOTES

BENCHMARK
SS.4.CG.2.1 <i>Identify and describe how citizens work with local and state governments to solve problems.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"> ■ Students will explain how public issues, such as taxation, roads, zoning, and schools impact citizens' daily lives. ■ Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).

WHERE STUDENTS HAVE BEEN	
2nd Grade	<p>SS.2.CG.1.1 Explain why people form governments.</p> <ul style="list-style-type: none"> ● Students will explain the role of laws in government. ● Students will define and provide examples of laws at the state and national levels. ● Students will use scenarios to identify the impact of government on daily life. <p>SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state level.</p> <ul style="list-style-type: none"> ● Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement). ● Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law). ● Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.
3rd Grade	<p>SS.3.CG.3.2. Recognize that government has local, state, and national levels.</p> <ul style="list-style-type: none"> ● Students will recognize that each level of government has its own unique structure and responsibilities. ● Students will distinguish between the responsibilities of the local, state, and federal governments in the United States.
WHERE STUDENTS ARE GOING	
5th Grade	<p>SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.</p> <ul style="list-style-type: none"> ● Students will explain what it means for the United States to be a constitutional republic. ● Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill. ● Students will explain what could happen to the United States if citizens

	do not fulfill their civic duties and responsibilities.
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TIMING/PACING NOTES

- This benchmark may be taught at any time throughout the school year.
- Teaching this benchmark after SS.4.CG.3.2 ensures students have a deeper foundational knowledge of local and state government.
- This benchmark may be taught alongside SS.4.CG.2.3, which addresses communicating with elected officials.
- These concepts may be paired with Florida's Resiliency Standards HE.4.R.3.1 and HE.4.R.3.2.

UNDERSTANDING THE BENCHMARK

- What to know:
 - ◆ Explain can mean: tell, write, connect, or compare
 - ◆ Describe can mean: list, name, or write
 - ◆ Local and state government provide the most direct impact on citizen's daily lives
 - ◆ Benchmarks and benchmark clarifications are written for the teacher. Students can achieve mastery of a benchmark with a conceptual understanding that uses examples and scenarios that are appropriate to their academic level
 - ◆ Issues may be specific to things that are "wrong" or "broken" or they may just be broader ways to make a community better
- Main concepts to teach:
 - ◆ Levels of government: local, state, national
 - ◆ Public issues that impact citizens' daily lives
 - ◆ Connection between public issues and identifying level of government responsible
 - ◆ Citizens can help solve community and state problems
 - ◆ How responsible citizens engage with government
- Examples:
 - ◆ Public Issues
 - Taxation
 - Sales tax (state & local), property taxes (state & local), etc.
 - Issues: taxes too high, taxes too low, where tax money is being spent
 - Impact on Daily Life: Citizens pay taxes (i.e. a \$1.00 candy bar will actually cost \$1.06); Pays for public services like police departments, education, road maintenance, etc.
 - Roads
 - Roads are maintained by the State Department of Transportation
 - Issues: roads that need repair, money needed for repairs, new roads may need to be built, individuals may not want money going to roads they do not utilize

- Impact on Daily Life: all citizens use roads, tax dollars pay to keep them safe and usable, detours impact travel time, etc.
- Zoning
 - Zoning is the division of municipalities or counties into smaller zones of land (like neighborhoods). The idea behind zoning is to prevent incompatible lands from being together (i.e. cannot build a giant sports stadium in a residential area; a grocery store in the middle of a subdivision)
 - Students may understand the concept of zones through other examples such as school zones/boundaries or voting precincts (ex. if you live in District 45 you can't vote for the officials running for office in District 12; a home address may determine which elementary school one attends)
 - Issues: a need/desire to change the zones, zoning permit requirements (ex. can/cannot have chickens, location of a shopping mall)
 - Impact on Daily Life: school one attends, the options on a citizen's ballot during elections, layout of towns & neighborhoods, dos/don'ts for one's neighborhood & county
- Schools
 - Public schools/universities are tied to local and state governments in areas such as: determining curricula, setting graduation/enrollment requirements, criteria for opening or closing schools, transportation, food services, teacher certification requirements, etc.
 - Public school funding mostly provided through taxpayers
 - Issues: funding, concerns regarding curriculum, building concerns, staff shortages, teacher concerns, overall quality of educational experience, etc.
 - Impact on Daily Life: all children attend school
- ◆ Impact of government on daily life
 - Sample: Water and light utility usage at your house to get ready for school (local government/utilities), drive to school (state driver's license/local traffic laws), stopped for fast food (laws about food regulation/ business laws), went to school (government funds schools/laws related to teacher requirements and what students learn), after school had sports practice (local parks and recreation), saw police officers and firefighters on your drive home (local government)
- ◆ Citizen involvement for solving problems
 - Citizens can participate in government by attending public meetings, written correspondence with representatives and lawmakers, voting, bringing awareness to other citizens, etc.
 - Understanding the different responsibilities between state and local government ensures a citizen works with the correct level of government to help solve a problem
 - i.e. not going to a school board meeting to speak about the pothole on one's street

CONTENT BACKGROUND KNOWLEDGE

Information on interacting with government:

1. [Berkeley Library: Contacting Officials Tips](#)
2. [Florida State Senate: Effective Communication](#)
3. [Florida Department of State: Contacting Elected Officials](#)

Information on state and local government:

1. [OPPAGA: Florida Program Summary Chart](#)